

A Vision of Coordination & Collaboration

Facilitation of Successful Transition Services for Students

A system of coordination and collaboration across stakeholders that impacts the life of an individual with disabilities.



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Interagency Collaboration

General Purpose:

- Encourage and facilitate cooperation and collaboration.
- Prepare students for transition from school to work, or other post-school goals.
- Coordinate support or services from Rehabilitation Services Administration (RSA)/ a.k.a. Vocational Rehabilitation (VR), Division of Developmental Disabilities (DDD), the Department of Health, or Behavioral Health, Tribal 121 programs and Learn and Serve (volunteerism) to facilitate a seamless exit from school to adult support .

Specific Purpose:

- Provide guidance to all staff working with transitioning students.
- Provide information to parents and students on what they can expect from adult services agencies/postsecondary services during the transition process.



A Community of Practice

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What is a Community of Practice?

- State and local agencies/services come together around the shared interest of improving school and post-school outcomes for youth.
- Together, they focus on issues such as: meaningful youth involvement, increasing post-secondary education options/success, improving employment outcomes, outreach to child welfare, juvenile justice, mental health systems, and addressing community needs like accessible transportation .
- The Arizona Community of Practice on Transition (AzCoPT) team is designed to promote across-stakeholder collaboration and coordination for transition planning, professional development, and a greater focus on meaningful youth/family involvement in the whole process and reducing the “silo systems”.



Join us?

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Presentation Outcomes:

1. To give the participants an awareness of key supports for individuals with disabilities that are available in secondary education and after a student exits from high school.

(Public Education Agencies, Arizona Department of Education/Exceptional Student Services, Rehabilitation Services Administration, Division of Developmental Disabilities, Behavioral Health, Office for Children with Special Health Care Needs and the Tribal 121 programs)

2. To describe the roles of each agency in the transitioning of youth with disabilities to adult life.
3. To provide you with the eligibility requirements for these services.
4. To peak your interest to learn more about these supports and know who to contact.

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Individuals with Disabilities Education Act (IDEA) and Disability Policy (Congress)

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society.

This includes such things as:

- Living independently.
- Enjoying self-determination.
- Making choices.
- Pursuing meaningful careers.
- Enjoying full inclusion and integration in the political, social, cultural, and economic mainstream of American society.



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Special Education-Eligibility

To be eligible* for Special Education services, a student:

- (1) has been evaluated and is found to qualify for one of the 14 categories of a disability;

And

- (2) has been determined by a multi-disciplinary team that special education and related services are required.

*IDEA 2004 CFR 34 § 300.301, ARS § 15-761(2)



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The Role of the (PEA) School in Transitioning to Post School Outcomes



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Individualized Education Program Transition



No later than the first Individualized Education Program (IEP) to be in effect when the child turns 16, or

younger than 16, if determined appropriate by the IEP Team

the IEP must provide for transition services.



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"Transition Services" Defined

A coordinated set of activities, including a course of study, that are designed to be a results-oriented process

Plans that are focused on improving the academic and functional achievement of the child.

Intended to facilitate the child's movement from school to post school activities.

Are based on individual needs, taking into account the student's strengths, preferences, and interests.

IDEA 2004 CFR § 300.43



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Transition Individualized Education Program (IEP) Required Components (Indicator 13)

IEP Components:

1. Measurable postsecondary goals, (MPGs).
2. MPGs are updated annually.
3. Age-appropriate transition assessments.
4. Course of study.
5. Coordinated set of activities.
6. Annual IEP goals.
7. Student invitation to IEP meeting.
8. Outside agency invite with prior consent.



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Preparing to discuss transition at an IEP Meeting

Be aware of the agencies that might be able to provide transition services and what you can do now to prepare the student to continue services with them.

Carefully consider who to invite to the IEP as an IEP Team member. What information might they need from you?

(The "case manager" will invite the agency after getting permission to invite them from the family or student at age of majority.)

Review information from the IEP/Special Education staff and the students Education and Career Action Plan (ECAP) to develop MPGs and the rest of the transition plan.



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Develop Quality Partnerships with Adult Agency Service Providers

Is the responsibility of the IEP Team facilitator.

Identify when and how to involve the adult agency.

Learn about the adult agency's eligibility requirements.

Work collaboratively together as a team prior to the IEP meeting.

Coordinate regular student/parent nights focused on awareness of services/supports from adult services.

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The Summary of Performance and Transition (a tool for collaboration)

Separate document (not required to be a part of the IEP).

Summative document that goes with the student when he/she exits high school.

Given to students that are in their last year of high school because they will be graduating with a regular education diploma or aging out.



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The Summary of Performance and Transition (a tool for collaboration)

3 components:

Summary of academic achievement.

Summary of functional performance.

Recommendations on how to assist the student in meeting their Measurable Postsecondary Goal(s). (modifications, accommodations and assistive technology)

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Regular Education, Education Career Action Plan (ECAP)

- **Arizona Education and Career Action Plan for Students in Grades 9-12, State Board .**
Rule # R7-2-302.05

A. Effective for the graduation class of 2013, schools shall complete for every student in grades 9-12 an Arizona Education and Career Action Plan ("ECAP") prior to graduation. Schools shall develop an Education and Career Action Plan in consultation with the student, the student's parent or guardian and the appropriate school personnel as designated by the school principal or chief administrative officer. Schools shall monitor, review and update each Education and Career Action Plan at least annually. Completion of an Education and Career Action Plan shall be verified by appropriate school personnel.

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Rule # R7-2-302.05

- B. An Arizona Education and Career Action Plan shall at a minimum allow students to enter, track and update the following information:
 1. Academic Goals that include identifying and planning the coursework necessary to achieve the high school graduation requirements and pursue postsecondary education and career options; analyzing assessment results to determine progress and identify needs for intervention and advisement; and documenting academic achievement;
 2. Career Goals that include identifying career plans, options, interests and skills; exploring entry level opportunities; and evaluating educational requirements;
 3. Postsecondary Education Goals that include identifying progress toward meeting admission requirements, completing application forms and creating financial assistance plans; and
 4. Extracurricular Activity Goals that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities.

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ECAP Attributes

Use this checklist to track your fulfillment of required ECAP attributes. (Four attribute requirements.)

1. **ACADEMIC.**
Plan coursework, meet high school requirements, document postsecondary education goals ECAP, review academic progress to include needed interventions or advisements, record academic achievement or awards.
2. **CAREER.**
Identify postsecondary career plans, options, interests or skills, explore career opportunities, explore needed educational requirements to meet the career option.
3. **POSTSECONDARY.**
Explore admissions requirements, complete necessary applications, create a financial assistance plan, etc.
4. **EXTRACURRICULAR.**
Documentation for participation in: clubs or organizations, athletics, recreational activities, fine arts opportunities, community service or volunteer activities, experiences, internships, leadership opportunities, job shadow, etc, other activities the user might wish to note.

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The Role of Arizona Dept. of Education, Exceptional Student Services (ADE/ESS), Transition Specialists

- Provide training and technical assistance to a variety of stakeholders on their responsibilities related to transition requirements and how to meet them.
- Remain current with any changes to transition-related law and regulations.
- Participate in national and state-wide transition initiatives.



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Office for Children with Special Health Care Needs(OCSHCN) “What Does Health Have To Do With Transition? Everything!!”



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The Role of OCSHCN in Pediatric to Adult Healthcare Transition

OCSHCN Promotes:

- Best practices for the healthcare transition of youth with special health care needs.
- Healthcare transition planning among community partners.
- Self-determination for youth with special healthcare needs.



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OCSHCN Healthcare Transition Services

- OCSHCN can help youth, families and providers access healthcare transition information, resources and training.
- OCSHCN offers transition to adult healthcare training for physicians.
- OCSHCN can assist youth and families in the developing healthcare transition plans.



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OCSHCN Promotes Best Practices in Pediatric to Adult Health Care Transition

- Youth, family and the healthcare provider develop a written healthcare transition plan that includes:
 - Coordination of transition services.
 - Identification of an adult healthcare provider.
 - Future health insurance coverage.
- Transition plans are reviewed and updated, as needed.



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OCSHCN Promotes Transition Planning

All OCSHCN program and service recipients are eligible for transition planning.

- OCSHCN:
 - Contractors are required to provide transition planning.
 - Monitors contractors for compliance with transition planning.
 - Holds contractors responsible for identifying an adult provider for all program recipients.
 - Promotes the importance of transition planning to youth, families and community partners.



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OCSHCN Promotes Self-Determination for Youth

- Youth are included in decision making at the earliest age possible .
- Youth develop and practice healthcare skills by learning:
 - About their health condition and how to describe and manage it.
 - How to schedule medical appointments.
 - How to be an effective self-advocate.
 - How health insurance eligibility may change at age 18 .



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What to Include in a Healthcare Transition Plan

A healthcare transition plan should:

- Include timelines for goals and activities.
- Identify who is responsible for coordinating transfer of care.
- Identify an adult healthcare provider.
- Address current strengths and needs.



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What to Include in a Healthcare Transition Plan

A healthcare transition plan should address current needs such as:

- Transportation.
- Emergency planning.
- Health insurance.
- Coordination of transition services.
- Guardianship.
- Developmental and functional independence.
- Education.
- Social and emotional health.



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The Role of the Rehabilitation Services Administration/Vocational Rehabilitation (RSA/VR)

- Outreach and identification of potentially VR eligible students.
- Provision of technical assistance for transition planning in the IEP process.
- Collaboration with schools and other service agencies to facilitate transition and coordinate written plans.

VR Commitment to Students

To participate to the extent possible in the IEP transition planning process, contributing technical assistance and resource information to identify services and activities to move youth toward fulfillment of post-secondary goals and self sufficiency through employment.



VR Eligibility Requirements

➤ An individual:

- has a physical, mental or emotional impairment that results in a substantial barrier to employment;
- is able to benefit in terms of an employment outcome;
- wants to work and requires VR services to prepare for, secure, retain or regain employment.

Rehabilitation Act Section 7(20)(B)



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When to Refer Students for Services



- The best time to refer students for VR services is when the student is ready to begin the transition process that includes identifying a specific employment goal and the objectives and services needed to achieve that goal.
- Students with ongoing employment support needs who may be eligible should be referred to Division of Developmental Disabilities (DDD) or Division of Behavioral Health Services (DBHS) as appropriate before VR referral or at the time of VR referral.

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Possible Services for VR Eligible Students Before HS graduation

- Vocational Counseling & Guidance.
- Career Exploration.
- Information about Community Resources.
- Work Readiness Activities.
- Development of Individualized Plan for Employment (IPE).



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Possible Services Under an Individualized Plan Employment After HS Graduation

- Direct Job Placement services .
- Training:
 - On-the-Job Training.
 - Community College or University Education.
 - Vocational or Technical Training.



Services are based on the disability-related needs of the individual for his/her specific vocational goal .



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AMERICAN INDIAN VOCATIONAL REHABILITATION PROGRAMS

Paula S. Seanez, Navajo OSERS

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American Indian VR



- American Indian VR funded under section 121 of the Rehabilitation Act.
- Originally funded under section 130 of the Rehabilitation Act, as amended 1978.
- Section 121 implemented un/underserved populations, Rehabilitation Act, as amended 1992.

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Navajo Nation Office of Special Education & Rehabilitation Services

- Vocational Rehabilitation Services.
- Independent Living Services.
- Early Childhood Intervention (Growing in Beauty).
- Tuba City Industrial Laundry/Food Vending Services.
- Navajo ABLE.
- Navajo Nation Handicapped Trust Funds.
- Navajo Nation Advisory Council on the Handi-CAPABLE.



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American Indian VR

- Seventy six American Indian VR programs nationally.
- In Arizona, five tribes are funded:
 - Navajo Nation.
 - Fort Mojave.
 - Hopi.
 - Tohono O'odham.
 - White Mountain Apache.



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VR Eligibility Requirements

An individual must:

1. Be an enrolled member of an American Indian Tribe.
2. Must physically live on/near the reservation.
3. Have a physical or mental impairment which constitutes an impediment to employment.
4. Required VR services that will lead to employment.

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Purpose of Voc. Rehab.

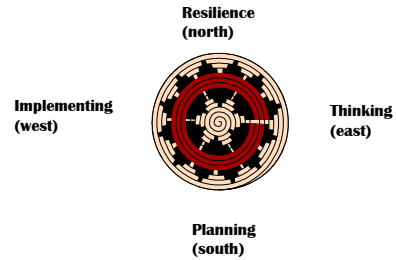
Provide culturally relevant VR services necessary to assist Americans with a disability in preparing for securing, retaining, or regaining an employment outcome.

Unique Models of VR

- Navajo Nation.
- Hopi.
- Fort Mojave.

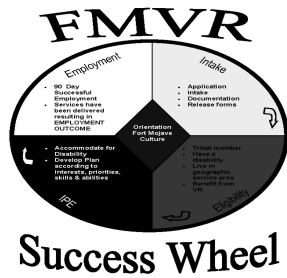
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Conceptual Representation of Navajo Cycle of Services



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Conceptual Representation of Fort Mohave Cycle of Services



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Transition

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transition

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Ahè hee (Thank You)



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The Role of the Division of Developmental Disabilities (DDD)

- Advise the school of DDD Services.
- Advise the family and student of DDD services.
- Build local partnerships.
- Provide ongoing support.

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Eligibility Criteria

- Arizona resident.
- Applies voluntarily.
- Meets diagnostic and functional criteria for age in one of the following categories:
 - Autism.
 - Cerebral Palsy.
 - Cognitive Disability.
 - Epilepsy.
- Has substantial functional limitations in 3 life skills areas, and
- The disability manifested before age 18 and is likely to continue indefinitely.

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Support Coordination

Each eligible student will have a Division Support Coordinator who can...

- Participate in transition planning at:
 - Child and Family Team (CFT) meetings .
 - IEP meetings.
 - IPE meetings.
 - Individual Support Plan (ISP) meetings.
- Authorize DDD supports & services.
- Coordinate with other state agencies.

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Employment Supports & Services

• Supports & services are available for:

- Eligible students after completion of the RSA/VR program.
 - DD-only – when funds are legislated.
 - ALTCS – per ISP outcomes.

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Supports & Services Include...

- Individual Supported Employment.
- Group Supported Employment.
- Center-Based Employment.
- Employment Support Aide.
- Transportation.



Individuals may participate in one or more of these services

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Individual Supported Employment

- Age 18 or older.
- Competitive community-based employment.
- Wages paid by the employer.
- Job coaching supports provided as needed.
- Job search services provided as needed.

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Group Supported Employment

- Age 18 or older.
- Community integrated work setting.
- Supervised by qualified vendor staff and paid by the hour.
- Typical settings include enclaves or mobile work crews.



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Center-Based Employment

- Age 21 or older.
- Work and work-related services provided in a qualified vendor setting.
- Non-community integrated environment.
- Supervised and paid by qualified vendor based on productivity.
- Typical participation is 6-7 hours per day.

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Employment Support Aide

- 1-to-1 support.
- Personal care assistance.
- Behavioral support.
- Long term on-the-job support.



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Transportation for Employment

- Transportation can be provided for:
 - ✓Travel from home to the employment site and return
- Transportation can be provided by a qualified vendor, friend, or family.



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Other Supports & Services

- Respite care.
- Attendant care.
- Health care.
- Therapies.
- Habilitation.



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The Role of the Division of Behavioral Health Services (DBHS)

Responsible for monitoring the Regional Behavioral Health Authorities (RBHAs).

- Every child and youth must be served through Child and Family Team (CFT) Practice.
- The CFT must help the youth and family determine what, if any, the youths needs will be as he/she transitions to adulthood.
- The CFT must Coordinate and collaborate with other system partners to support a smooth transition across systems.
- Ensure that providers are knowledgeable about DBHS protocols and policies on transitioning young adults.

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Eligibility Requirements

Children, age 0-21, who:

Meet the Federal Poverty Guidelines established by AHCCCS for Title XIX and Title XXI (KidsCare) are eligible for the full range of behavioral health services.

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Services Available

- 1. Treatment Services.**
- 2. Support and Rehabilitation Services.**
- 3. Medication Services.**
- 4. Residential Services.**

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Preparing for Adulthood

The CFT will:

- Prepare youth for continuation of care, support and collaboration of systems past 18th birthday.
- Advise youth of importance of continuing support and need to sign necessary consents upon 18th birthday.
- Send records and paperwork to adult provider, based on eligibility.
- Ensure that doctors and therapists communicate with each other and that consumer has 30-day supply of medications, if needed; based on eligibility.
- Ensure that there is no disruption of needed services in transition process.

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Transition Planning

- May begin as early as age 14 as the youth, family, and CFT begins the transition process not only for youth but also for the family as they prepare for the adult system of care.
- Review and/or assessment of independent living skills, housing, safety, physical health, access to insurance, transportation, education, employment, financial, and natural supports.
- The CFT members assist in assessing post secondary educational wants/needs as members of the IEP process.
- At 16 s/he and the CFT identify those supports, potential services and/or resources that are instrumental for a smooth and seamless transition to adulthood.

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Round Tables Follow up Sessions

- 3:45 Pm to 5:00 pm, Salt River 5
Partners in Transition Round Table, Part 2
by *Linda Tasco & Agency Panel.*
- 2:15 pm to 3:30 pm, Salt River 5
Partnering for Successful Transition to Adulthood: the Role of Our Tribal/Regional Behavioral Health Authorities (T/RBHAs)
by *Robert Crouse and Panel.*

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Partnering for Transition

Arizona Department of Health Services/Office for Children with Special Health Care Needs
Rita Aitken, Title V Outreach Manager
150 N. 18th Avenue, Suite 330, Phoenix, Arizona 85007-3242
(602) 364-1480 or 1-800-232-1676 (ask for OCSHCN)
aitkenr@azdhs.gov
Web address: <http://www.azdhs.gov/phs/ocshcn/index.htm>
Send OCSHCN a message: OCSHCN@azdhs.gov



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Partnering for Transition

Arizona Department of Health Services, Division of Behavioral Health Services

Robert Crouse, Implementation Manager, Children's System of Care
150 N. 18th Avenue, Suite 240, Phoenix, Az 85007

602-364-4854

crouser@azdhs.gov

Visit us on the Web: <http://www.azdhs.gov/bhs/>

Community Partner for Behavioral Health Services

Stacia Ortega, Southwest Behavioral Health Specialist
Youth Advocate Programs, Inc.

4494 W. Peoria Ave. Suite 103

Glendale, AZ 85302

(623) 209-1510

sortega@yapinc.org

Visit us on the Web: <http://www.yapinc.org/>

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Partnering for Transition

Arizona Department of Education, Exceptional Student Services,
Secondary Transition

Lorrie Sheehy, Transition Education Specialist

(520)628-6351

Lorrie.Sheehy@azed.gov

Karen Johnson, Transition Education Specialist

602-542-3153

Karen.Johnson@azed.gov

William McQueary, Transition Education Specialist

(602) 364-0642

William.McQueary@azed.gov

1535 W Jefferson, Phoenix Arizona 85007

Visit us on the Web: <http://www.ade.state.az.us/ess/>

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Partnering for Transition

Arizona Department of Economic Security

Division of Developmental Disabilities

Linda Tasco, Director of Program Services

1789 W Jefferson, 4th Floor SW, Site Phoenix, Arizona 85007

602-542-6829

ltasco@azdes.gov

Arizona Rehabilitation Services Administration, Vocational Rehabilitation
Program

Betty Schoen, Statewide Youth Transition Coordinator

1789 W Jefferson, 2nd Floor NW, Site 930A, Phoenix Arizona 85007

(602) 542-0751 (office) (602) 463-9002 (cell)

bschoen@azdes.gov

Web address: <https://www.azdes.gov/>

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Partnering for Transition

Office of Special Education & Rehabilitation, Navajo Nation

Paula Seanez, Assistant Director

PO Box 1420, Window Rock Arizona 86515

928-871-6993

pseanez@navajo.org

Visit us on the Web:

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